



Behaviour for Learning Policy

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Approved by: Executive Leadership Team

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Elston Hall Learning Trust

Behaviour Policy

This policy has been written for the staff/pupils/Trustees/ Governors and parents of Elston Hall Learning Trust and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour for learning criteria is met.

The aims:

- Promote good behaviour, self-discipline and respect;
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying (See Anti-bullying policy)
- Regulate the conduct of pupils.

These are achieved in the framework of a relaxed, pleasant and organised atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

Key points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is on the school premises or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property

- Headteachers and Trustees must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Trust Boards / Local Governing Boards have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement
- Maintain a well organised learning environment and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour/discipline procedures

Pupils are expected to:

- Follow school rules
- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

Parents are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

- Follow the Parent Code of Conduct

What we believe about a child's behaviour:

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe:

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

- Be treated fairly and equally, involving them in creating their own classroom rules;
- A teacher who will provide them with consistent positive encouragement to motivate them to behave;
- Know what behaviours will help them to succeed in the school.

Teachers have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour;
- Teach the pupils to follow these rules in school;
- Ask for support from the parents concerning their child's behaviour;
- Ask for support from the Leadership team to help them deal with more challenging pupils.

How we ensure that these principles are met:

The spine of our policy is our Code of Conduct. It outlines the behaviour we expect from the children and it defines the rewards and penalties that will be used. It is essential that this code be regularly taught to children, children need to see the code being used consistently and fairly. Behaviour care plans are written for pupils struggling with their behaviour. This plan is signed by all adults involved with the child. Parents are also involved through consultations, actions are developed regarding the support the school will offer to meet the child's emotional need.

Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from the children.

Our Rules

To make Elston Hall Learning Trust the Very Best:

- *We will show pride in our school and the uniform we wear*
- *We will do what the adults, who care for us, ask....straight away*
- *We will always use kind words and actions*
- *We will never hurt anyone with unkind words or actions*
- *We will take care of our school and the things that belong to other people*
- *We will walk around school and we will be polite and kind to visitors and each other*

Ensuring Consistency around our schools:

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around our schools at lunch and play times, they need to do the following:

- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children – remind them of their obligations.
- If children are talking to others in a disrespectful way – always intervene.
- Positively reinforcing good behaviour should be a high priority.
- If children run – always send them back to try again.
- Check on reasons for children being inside the school at play/lunch times.
- Inform class teachers of any inappropriate behaviour you have had to deal with

Guidance for the playground

- Pupils should receive a verbal warning for minor incidents, if this behaviour continues then the child should be given time out (walking around with an adult)
- If poor behaviour persists then a teacher or dinner supervisor should remove the pupil(s) from the playground and the class teacher should be informed. This is then recorded on our behaviour system.
- School rules should be applied consistently and children reminded of them regularly.
- If there has been an incident involving violence or verbal abuse towards another pupil or member of staff then the child is immediately removed from the playground and a senior member of staff should be informed. This incident will then be logged on the behaviour system.
- The Headteacher or a Senior Leader should be informed if the incident is severe and parents need to be contacted.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

Agreed procedures for the classroom

- Unacceptable behaviour will receive an immediate verbal or non-verbal check
- If this continues the pupils name is written on the board
- If behaviour persists the pupils name is underlined and the child is moved within the classroom.
- Continued poor behaviour will result in the child been withdrawn from class and sent to another teacher. Behaviour will then be recorded on the behaviour system.
NB – in the event of an infectious outbreak, children will not be sent to another teacher/classroom due to the risk of spreading infection.
- If pupils are recorded on the behaviour system on three occasions within a short time period then they will be sent to the appropriate senior leader.
- Parents will also be informed at this point, if their support is required.
- Referral into internal support from the inclusion team.
- Outside agencies will be involved as and when staff feel this is appropriate.

- Severe incidents (violence, bullying, racial/verbal abuse) will automatically be referred to the Headteacher.

Damage to property:

Damage to school property through misbehaviour, whether it be, the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying- Guidance to staff:

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying (including cyber bullying, prejudice based and discriminatory bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. For Further information please refer to the school Anti-Bullying Policy.

Reasons for sending children to the HT/DH/AH

- A physical fight where children have hurt each other
- Verbal abuse involving racism or discrimination of any kind
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards an adult
- Continuous disruptive behaviour
- Vandalism
- Theft
- Malicious allegations against staff
- Peer on peer abuse

Procedures for sending children to HT/DH/AT

- If an incident is deemed serious enough for a child to be sent to the HT/DH/AH, the triangle system should be used.

- In the case of a serious incident requiring immediate action, an appropriate member of the class should be sent with a blue triangle to a senior member of staff who will then come and remove the child from the classroom.
- Details of the incident will be recorded on the behaviour system.
- If a child is being removed from class on a regular basis during a short amount of time, the Behaviour and Emotional Learning Support Leader will then liaise with the class teacher and parents in order to put a behaviour plan in place.

Consequences for behaviour:

- Miss some of the break or lunch time.
- Complete unfinished work in free time
- Sent to another member of staff
- Removal from clubs
- Responsibilities removed
- Unable to attend trips
- Internal exclusion
- Suspension

Procedures for internal exclusion or suspension:

- If an incident is deemed serious enough to involve suspension, the Headteacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will be provided during the period of suspension.
- Parents must meet with the HT/DH on the day that the child returns to school to ensure such events don't reoccur.
- Please see Suspension and Exclusion policy for further information.

Use of Positive Handling:

The school acknowledges national and local guidelines on the use of positive handling by school staff.

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the

school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Our priority is to provide a safe environment for the children and positive handling may be used occasionally as deemed required. Positive handling is a process with the intention of protecting the child from harming themselves or others or seriously damaging property. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. When using positive handling staff will always make sure it is appropriate and proportionate, allowing the pupil to regain self-control.

Staff at EHLT recognise that the use of positive handling is the last in a range of strategies available to secure pupil safety. All staff involved in positive handling have relevant training updated regularly.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of positive handling we will contact parents to establish support for the child and complete a risk assessment if necessary.

Parents can be assured that positive handling is only used in extreme cases and all incidents are recorded.

Rewarding good behaviour:

Incentives used to reward good behaviour are at the discretion of the individual they may consist of:

- Quiet word
- Smile/acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Raffle tickets/house points
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour.
- Certificates

Whole school rewards

Individual pupils are also identified weekly by the class teacher for a 'Praise assembly' which may include examples of 'outstanding behaviour' or 'improved behaviour'.

Pastoral Care:

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.